M.J. Scharch, Wk 3 Group Assignment – Great Depression

Disciplined inquiry is demonstrated in the lesson, [*New Deal Programs: Brother, Can You Spare a Dime?*](http://www.loc.gov/teachers/classroommaterials/lessons/dime/) starting with the review of the initial photograph, *Client with mules…* which enables the teacher to model for the students how to closely observe photographs for information to answer questions, compare to other photographs/primary sources documents, and to draw conclusions, after interpreting the source information. The use of the primary source analysis tool, Analyzing Photographs and Prints, provides for purposeful use of the photographs, since it organizes and focuses their attention as they record their observations, reflecting on what they see and what it may mean, then using these observations and reflections to decide what additional questions they may have regarding this topic. These can lead to more in-depth learning as a result of additional questions since they may stimulate student curiosity about the Great Depression.

The teacher would model the use of the analysis tool and provide guided practice for the students. This would also model interpreting the photographs and evaluating whether they may be accurate reflections of the period. The students would then work in pairs to compare two photos and identify social conditions during the Great Depression. As the lesson continues, the students also review manuscripts related to the same period, and determine if the multiple sources are objective/biased, reliable, in agreement or conflict, and judgie the reliability of the source documents.

Several potential strategies for differentiating instruction are possible. For example, for students who have may auditory/ESL needs the teacher could provide vocabulary word lists with frequently used words that would relate to the photographs or provide pictures with drop down list of the various ‘focus’ items to draw the students’ attention, by focusing their observations.

For those students who have visual needs, the teacher should locate narrations of the photographs so the students could orally view the photographs or hear the manuscripts, to enable them to ‘see’ what the other students see firsthand.

Teacher could provide for focused (specific) attention to an aspect of the photographs, i.e., how the people were dressed, how/where did they live, etc. for students who may need more structured guidance on the assignment.

The use of different types of graphic organizers (from simple to complex) and specific questions could enable struggling students to learn from the lesson and feel sense of accomplishment.

Several extensions to this lesson could be to ask students to imagine they are one of the children in a photograph and describe what their day may be like, what would they do, miss doing, want, enjoy, and what they might feel. They could also predict what may be in the immediate or long range future.

Another extension could be asking the students to identify if there is anything today that would be similar to the way individuals lived during the Great Depression.

Could have students identify what is the same and what is different between life today and during the Great Depression, i.e., family life, games/play, where we live, what we eat, and what adversities we have today compared to during the Great Depression.

A. Wilson, Wk 3 Group Assignment- Great Depression

* **Drawing Conclusions and Reflecting on Learning**
  + Students draw conclusions by analyzing primary sources (photos & life histories) with graphic organizers.
  + Students reflect by make own judgments of narrative from primary sources. Students are not told what they should take away from primary sources; rather, students are to develop their own take aways.
* **Determine the initiation, modeling, guided and independent practices that are used in this lesson. If the lesson doesn’t address these, then devise these for this lesson based on what is missing.**

Initiation: None.

* + KWL chart on the Great Depression
  + Listen to song *Brother can you spare a dime* and try to figure out its meaning

Modeling:

* + None
  + **Model use of Primary Source Analysis Tool through analyzing a photo from *Photographs from the Great Depression***

Guided Practice:

* + Analyze **with students** the first photo from the set of photos in *Photographs from the Great Depression*, selecting questions to prompt discussion, closer observation and deeper analysis.
  + **Use Primary Source Analysis Tool**

Independent Practice:

* + Students examine photos from *Photographs from the Great Depression*
  + With a partner, students select two photographs, record their thoughts and observations and describe the life circumstances portrayed in the photos to review the social conditions occurring during the Great Depression.
  + Use the Primary Source Analysis tool and questions selected from the Teacher's Guides
* **Describe at least two assessment(s) in this lesson and then discuss at least two additional assessments that could be used with this lesson.** 
  + Students write an essay on the New Deal program they selected
  + Students write a follow-up interview for the whose life history (interview) they read
  + **Students write a letter to the person whose life history they read on how the jobs created in New Deal program(s) benefits/benefited the country today.**
  + **Students take the role of the person whose life history they read and write a diary entry(s) on how a New Deal program(s) affected their lives.**

B.Jobe Wk 3 Group Presentation- Great Depression

Disciplined Inquiry:

Teaching and Learning Must Have Purpose

* develop a sense of the profound impact the Great Depression had on real people’s lives
* learn how the Works Progress Administration (WPA) programs helped to improve the situations of those people

Learning Means In-Depth Understanding

* Narratives and photos allow students to experience the desperation of the Great Depression.
* Understand the types of programs initiated by the government, why and how they helped out the poor.

Instruction Must Build On Students’ Prior Knowledge

* Accessing students’ prior knowledge was not done

People Learn Through Disciplined Inquiry

* asking meaningful questions
  + Analyzing Photos & Prints http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing\_Photographs\_and\_Prints.pdf
* finding information
  + Life Histories: Read narratives of real people from GD and answer questions.<http://www.loc.gov/teachers/classroommaterials/lessons/dime/history.html>
  + research New Deal programs to assess which programs or agencies might have improved the life of the person whose narrative was read.
* drawing conclusions
  + With the aid of the photo/narrative analysis and research about New Deal programs,  create a follow-up interview with the person whose life history they read

Teaching Means Scaffolding

* Providing guided questions for analyzing photos and narrative
* modeling how to analyze primary sources

Constructive Assessment

* creating a new product with information they gathered.

Imaginative Entry

* provides relevant viewpoints for students to explore
* enables students to connect their family experiences to events in history, making history more concrete rather than abstract